

**SPED 511: Special Education Assessment of Diverse Learners with  
Mild to Extensive Disabilities  
Fall 2025, Tuesdays, 7:00-9:45  
Synchronous Online  
Education 1122**

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**The Michael D. Eisner College of Education Conceptual Framework: (adopted May, 2018):**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

**COURSE DESCRIPTION:**

Prerequisites: Restricted to candidates admitted to the Education Specialist Credential Program, Dual Single Subject/Education Specialist Credential Program, ITEP, or the Master of Art's degree in Educational Therapy.

This course is designed to provide candidates with the foundation for understanding the assessment process for learners with a range of support needs. Candidates will focus on the educational assessment

methods and procedures used in decision making and program planning for students with mild to extensive support needs including those from culturally and/or linguistically diverse backgrounds. Candidates will learn how to implement and analyze findings using standardized and authentic assessments across content areas.

### COURSE OBJECTIVES:

After completing this course, candidates will:

1. Demonstrate an understanding of relevant federal, state and local legislation, regulations, and policies that pertain to the development of educational programs for students with mild to extensive support needs, including: 1) policies related to specialized health care in educational settings; 2) inclusive practices (LRE and FAPE); 3) collaboration with families (families as a critical team member); 4) role and responsibilities of IEP team members; 5) appropriate assessment; and 6) supplemental aids and services (LRE).
2. Explain how the field of special education has changed and evolved over time and demonstrate and understanding of how these changes have impacted the various aspects of special education (e.g., assessment, curriculum, goals, placement, the role of the SPED teacher, etc.)
3. Recognize implicit and explicit biases, the ways in which biases may positively and negatively affect assessment practices, and identify models, such as a social justice framework, that mitigate negative impact on assessment practices.
4. Explain the support needs of learners across disability labels and the assessment and educational/instructional implications associated with these characteristics: (a) intellectual impairment, (b) language and communication delays, (c) social/behavioral issues, (d) physical disabilities, (e) sensory impairments, (f) traumatic brain injury, and (g) health issues, e.g., common chronic and communicable diseases of children and youth.
5. Demonstrate an understanding of the needs and perspectives of families of students with mild to extensive support needs and demonstrate the ability to empower parents as educational decision makers.
6. Explain the importance of consulting and collaborating with families and specialized staff (e.g., PT, OT, nurse) to ensure specialized healthcare procedures are implemented in an appropriate, safe, and consistent manner.
7. Demonstrate the ability to participate effectively as a team member, including working with paraprofessionals, families, related service staff, and representatives from outside agencies.
8. Develop knowledge of the purposes, characteristics, and appropriate uses of different types of assessments, including: 1) determining eligibility for special education.; 2) meeting the unique needs of students through the IEP process; 3) evaluation and progress monitoring to determine when objectives are met and to evaluate effectiveness of instruction; 4) state and federal accountability, including the principles of alternative achievement standards (AAS) and how they relate to the Common Core State Standards.
9. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
10. Use assessment data within the context of the IEP planning team to develop appropriate IEP goals and objectives that clearly articulate the (a) conditions in which the skill(s) is/are to be displayed, (b) skill(s) targeted for instruction, and (c) criteria for success and that focus on the development of reading, writing, and math skills.
11. Demonstrate ability to summarize assessment finding and write descriptive Present Levels of Performance (PLOP's) narratives that are strength based while simultaneously identify areas of needs.

12. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
13. Analyze and interpret results of authentic assessments including curriculum-based, performance-based and observational assessment measures, methods for monitoring progress and records review to determine present levels of performance, make instructional recommendations, including a plan for progress monitoring, presented in a written report with inclusive language that takes into consideration families' various cultural and linguistic differences.
14. Use the ecological inventory to: 1) identify embedded instruction targeting reading, writing, and math skills within typical school, community, and vocational routines, activities, and curricula; 2) create learning opportunities to teach academic skills (reading, writing, math) within a meaningful context in school, community, and vocational settings; 3) plan instruction and accommodations for students from cultural and linguistic backgrounds and students with varying needs and abilities across the age and grade levels.
15. Utilize assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
16. Demonstrate an understanding of transition planning between grade levels and for life after school, including: (a) the individualized transition plan, (b) funding resources (e.g., Department of Rehabilitation; Regional Centers); (c) working with the business community regarding job development and support; and reflective of the importance of promoting self-determination, including decision and choice making, setting goals, and self-regulation across the age range (K – adulthood).

### **TEXT/READER:**

Kritikos, E. & McLoughlin, J. A (2018). *Assessing students with special needs* (8<sup>th</sup> ed.), Upper Saddle River, NJ: Prentice Hall. Digital (Kindle) or soft cover book; purchase or rental. Must be the 8<sup>th</sup> edition. \*\*Enhanced Pearson E-text is not required.

**Simulator Voucher:** Students will need to buy a voucher for \$25 for the simulation exercise and turn it in to their instructor prior to their simulation.

To buy them online:

- <https://commerce.cashnet.com/csunsimpact>
- Your EMAIL RECEIPT is your voucher. You will be asked to upload it to Canvas prior to our simulation.

\*Additional required readings available on CANVAS.

### **EXPECTATIONS:**

Students will be evaluated on the quality of performance in reading checks, classroom activities and group and individual projects. Students are expected to fully participate and complete all activities and assignments included in the online class sessions. Materials and more detailed descriptions of

assignments will be provided as on-line handouts and in class. You should visit our CANVAS site weekly to check for updates and posting of weekly assignments to be completed at home or in class.

## **COURSE REQUIREMENTS:**

1. **Assignment 1: Two (2) Ecological Inventories:** You will observe two academic lessons in a general education classroom (K-12) and complete columns 1-5; one for a learner with mild support needs, and one for a learner with extensive support needs. Collect extant, interview, and observational data to make instructional recommendations, including assistive and instructional technologies, for each focus learner. [MM1.2, MM4.8, MM5.1, MM5.2, MM7.1] [EX 1.7, EX4.8, EX5.2, EX5.3, EX5.1, EX 7.1] [U5.4]
2. **Assignment 2: Assessment Report**  
Conduct one section of a formal and one informal assessment, interview family and teacher, and write a description present level and a goal based on the formal and ecological assessment data (60 points) [MM1.4, MM4.4, MM5.4, MM5.5, MM5.6] [EX1.5, EX1.9] [EX4.5, EX 5.5, EX 5.6, EX5.7] [U5.1, U5.2, U5.4, U5.5, U5.8, U7.1, U7.10]
3. **Assignment 3: Simulation Practicum**  
Participate in a SIMPACT simulation this semester. The simulation will afford practice in IEP meetings and collaborating with parents to meet the needs of their child.
4. **Assignment 4: Online Reading Checks**  
Activities including quizzes, discussions, and application opportunities are posted to Canvas for each chapter(s) of your text to ensure timely and complete assigned readings.
5. **Assignment 5: IRIS Module**  
Participate in one IRIS module (Vanderbilt university) in a self-paced session on writing high quality, collaborative IEPs based on California Common Core Standards. Complete and turn in assessment at the end of the module. [MM1.1, MM1.4] [EX1.6, EX1.9]
6. **Participation in Asynchronous Modules:** There are four asynchronous class sessions. You will receive 10 points each for watching and completing activities related to those class sessions.
7. **Assignment 6: Final Exam**  
Case Study: Communicate IEP eligibility assessment outcomes to families and make recommendations for supports for the student and to the learning environment.

## **COURSE EVALUATION**

<b>Assignment</b>	<b>Due Date</b>	<b>Point Value</b>
Assignment #1: Ecological Inventory in 2 content areas (30 points each)	# 1: 3/4/25 # 2: 4/1/25	30 points each, 60 points total
Assignment #2: Assessment Report	4/29/25	60 points
Assignment #3: SIMPACT (Voucher and Participation)	4/22 Voucher 4/29 Participation	20 points
Assignment #4: Online Reading Checks (8 @ 10 points	Throughout the	80 points

each)	semester	
Assignment #5: IRIS Module: IEP Development (Submit final assessment on Canvas)	2/25/25	30 points
Synchronous and Asynchronous class participation	Throughout the semester	Approx. 100 points
Final Exam	5/6/25	30 points
<b>TOTAL</b>		<b>380 points</b>

## GRADING SYSTEM

GRADE	PERCENT	GRADE	PERCENT
A	95 – 100%	C	73 – 76%
A-	90 – 94%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	59% or less

**A = OUTSTANDING:** Performance reflects an outstanding level, including integration and synthesis of information, and application of theory & research to practice. Projects & exams are thoughtful, comprehensive, detailed, thoroughly answered, well organized and clearly written.

**B = VERY GOOD:** Performance reflects competencies that surpass a basic level of understanding & skill, and that indicate some ability to integrate & apply information.

**C = SATISFACTORY:** Performance reflects minimal level of competency attainment, understanding and skill does not meet graduate level & professional standards.

**Any score below a C = FAILING:** Performance does not meet expectations for basis competency attainment. Class must be repeated.

**Note:** You must receive a grade of “C” or better to receive credit for this course.

**Note:** You must complete all major assignments (Ecological Inventories, Assessment Report, Final Exam) to pass the class.

## **Instructors Notes:**

- **Person-Centered and Person-First Language:** The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, “children with learning disabilities” is considered more appropriate than “learning disabled children.” However, the important principle in consideration of language is not using a correct formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person, and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person’s self-identification than to over-apply a standard when it is not

wanted. Thus, we are moving toward a “person-centered” framework at CSUN rather than exclusively “person-first.” Please see this article for more on person-centered language: <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>

- **ADDITIONAL READINGS:** Students might receive and be held responsible for additional reading material provided during this class. *Please check Canvas weekly for updates*
- **CANVAS Navigation:** This class requires regular use of Canvas. Turning in assignments, accessing assigned readings, and participating in online activities are all done through Canvas. Many classes in the credential program also require knowledge of Canvas. Canvas help is available on the left side of the page under “Help and Library Resources.” Select “Search the Canvas Guidelines” for basic support, or use the Hotline or Chat functions with specific questions.
- **IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail *several times* a week. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester. *All communications from your professor will come through that account*
- **EMAILING THE PROFESSOR:** due to the high level of email traffic at CSUN, all students are requested to attempt to resolve problems on their own **BEFORE** emailing the professor. Please make sure you have attempted all of the following:
  - Contact [Information Technology Help Center](http://www.csun.edu/helpdesk/) directly at (818) 677-1400 or <http://www.csun.edu/helpdesk/> for trouble shooting with email, Canvas, or any other technology concerns.
  - Canvas also has a dedicated Support Hotline and Chat functions on the Canvas homepage. Check with another student in the class for assignment or procedure clarification.
  - Review Canvas and the syllabus for assignment or procedure clarification.
- **DEPARTMENT WRITING STANDARDS:** Writing requirements within the graduate program: *This is a graduate course and students are expected to turn in papers and assignments of graduate quality.* All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor. Assignments with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit, and will be graded as late.
- **CSUN POLICIES:** Students are responsible for following all published CSUN policies and procedures. Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.

- Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- **ACCOMMODATIONS FOR DISABILITIES:** If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. Students with disabilities should also register with the **Disability Resources and Educational Services (DRES)** in order to receive formal accommodations for academic work. Accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with the DRES at the following website: <http://www.csun.edu/dres>.
- **USE OF ARTIFICIAL INTELLIGENCE (AI) FOR CLASS ASSIGNMENTS:** This policy covers any generative AI tool, such as ChatGtP, etc. This includes text and artwork/graphics/video/audio. 1) You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment. 2) If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use.

## **PROFESSIONAL DISPOSITIONS**

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

### **A. Personal qualities important to the teaching/education profession**

Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

### **B. Qualities important to collaboration**

Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

### **C. Commitment to professional growth**

Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

### **D. Commitment to diversity and social justice**

Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite

severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

E. **Commitment to ethical practices**

Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families.



## COURSE SCHEDULE

DATE	TOPIC	READINGS
Wk. 1 1/21	<p>Introductions; Review of reading requirements and assignments; Purpose of course</p> <ul style="list-style-type: none"> <li>Formal vs. Authentic Assessment</li> <li>Best Practices Educational Assessment</li> </ul>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Syllabus</li> </ul>
Wk. 2 1/28	<p><u>Special Education Law and Case Law</u></p> <ul style="list-style-type: none"> <li>Difference between and IEP and 504 designations Venn Diagram [MM1.1] [EX1.6] [MM5.3] [EX5.4]</li> <li>Critical case law related to service determination</li> <li>Legal mandates re: FAPE, LRE, IEP, ITP</li> </ul> <p><u>History of SPED practices</u> [MM6.3] [EX6.4]</p> <ul style="list-style-type: none"> <li>Past practices and current recommended practices</li> <li>Student environment fit</li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Ch. 1 Special Education Assessment [MM5.3] [EX5.4]</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>IDEA fact sheet</li> <li>Section 504 Fact Sheet</li> </ul> <p><b>DUE: Reading Check</b> [MM5.3] [EX5.4]</p>
Wk. 3 2/4	<p><u>Addressing Bias in the Assessment Process</u></p> <ul style="list-style-type: none"> <li>What is bias and how is it manifested?</li> </ul> <p><u>Including Families in the Assessment Process</u> [MM1.5] [EX1.5] [EX1.10]</p> <ul style="list-style-type: none"> <li>Accessible language (alphabet soup activity) [MM4.8] [EX4.8] [U5.5]</li> <li>How technology can support family communication [U5.4]</li> <li>Culturally responsive assessment [MM5.4, MM5.5] [EX5.5] [EX5.6]</li> </ul> <p><u>Problems with Standardized Assessments</u></p> <ul style="list-style-type: none"> <li>Issues around reliability &amp; validity across support needs</li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Ch. 2 The Assessment Process [MM7.2] [EX7.2]</li> <li>Ch. 3 Including Parents and Families in the Assessment process [MM4.8] [EX4.8] [U5.5]</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Inconvenient Truths About Assessment</li> <li>Cultural Characteristics of Multigenerational Poverty</li> <li>Procedures to Eliminate Bias</li> </ul> <p><b>DUE: Reading Check</b></p>
Wk. 4 2/11	<p><u>Framing Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Four purposes of Assessments (eligibility, instruction, progress monitoring/using formative data, accountability) [MM1.4, MM5.1, MM7.1] [EX1.9] [EX 5.2, EX7.1] [U5.1, U5.2]</li> </ul>	<p><u>Canvas (not textbook!):</u></p> <ul style="list-style-type: none"> <li>Chapter 4: <i>Discussing Data and Making Decisions</i> From: <i>Equitable and Inclusive IEPs for Students with Complex Support Needs: A Roadmap</i> [U1.8]</li> </ul>

	<ul style="list-style-type: none"> <li>Activity: what assessment tools are best for each purpose and why? [U5.1]</li> <li>Ecological Assessment [MM1.2] [EX1.7, EX5.1] <ul style="list-style-type: none"> <li>Goal: obtain robust, meaningful information</li> <li>In class practice (group) [MM1.2] [EX1.7, EX5.1]</li> <li>Review Ecological Assessment Assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Culturally Competent Assessment of English Language Learners for Special Education Services [U5.6, U5.7] [MM5.4, MM5.5] [EX5.5, EX5.6]</li> </ul> <p><b>DUE: Reading Check</b></p>
Wk. 5 2/18	<p><u>Support Needs of Learners with Behavioral Concerns</u> [MM2.5, MM2.6] [EX2.8, EX2.9]</p> <ul style="list-style-type: none"> <li>Language and communication supports</li> <li>Attention supports</li> <li>Behavioral supports <ul style="list-style-type: none"> <li>Communicative Intent</li> <li>Antecedent/Behavior/Consequence (ABC) practice [MM2.5] [EX2.8]</li> <li>Behavior Support Plans: providing a positive replacement goal [MM2.6] [EX2.9]</li> </ul> </li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Ch. 9 Learning Disabilities</li> <li>Ch. 10 Classroom Behavior</li> </ul> <p><b>DUE: Reading Check</b></p>
Wk. 6 2/25  Asynchronous	<p><u>IEP IRIS Module</u> (<i>Asynchronous Class</i>)</p>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>IRIS Module</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li><b>IRIS Module certificate/screen-shot of completion uploaded to Canvas</b></li> </ul>
Wk. 7 3/4	<p><u>Academic Assessment: Math</u></p> <ul style="list-style-type: none"> <li>Embedding assessment</li> <li>Opportunity to Learn</li> <li>Standards base instruction</li> <li>UDL Framework</li> <li>Writing present levels</li> <li>Data Sheets</li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Ch 6 Classroom Assessment</li> <li>Ch 14 Mathematics (Only read Pg. 389-392 and 404 - 417)</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>Chapter 5- Present Levels of Functional and Academic Performance</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li><b>Reading Check</b></li> <li><b>Ecological Inventory #1</b></li> </ul>
Wk. 8 3/11	<p><u>Academic Assessment: Literacy</u> [U7.5i]</p> <ul style="list-style-type: none"> <li>Embedding assessment [U5.8] [MM5.2] [EX5.3]</li> <li>Miscue Analysis</li> <li>Standards based instruction [U7.1]</li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Ch. 13 Reading (Only read Pg. 348-353 and 365-387)</li> <li>Ch. 15 Written and Oral Language (Skip reading test descriptions)</li> </ul>

	<ul style="list-style-type: none"> <li>UDL Framework [U7.2]</li> <li>Writing present levels of performance [U7.1]</li> <li>Collaboration and considerations for English Learners [U5.6, U5.7]</li> </ul>	<u>Canvas</u> <ul style="list-style-type: none"> <li>Please see informal assessments on Canvas</li> <li>Common Phonics Problems Sorted</li> </ul> <p><b>DUE: Reading Check</b></p>
2/28	Spring break	
Wk. 9 3/25	<p>Standardized Assessment</p> <ul style="list-style-type: none"> <li>Assessment for Eligibility</li> <li>The role, and limitations, of fidelity</li> <li>Administration [MM5.6] [EX5.7]</li> <li>Scoring software</li> <li>Derived Scores: Standard and percentile</li> <li>Reliability and Validity</li> </ul> <p><b>*Review Guidelines for Assessment Report</b></p>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Ch. 5 Standardized Tests</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>The Hippocratic Oath and Grade Equivalents</li> <li>5 Key Things to Know About the Margin of Error in Election Polls</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li><b>Reading Check</b></li> <li><b>Please preview guidelines for Assessment Report</b></li> </ul>
Wk. 10 4/1  Asynchronous	<p><u>Analyzing and Summarizing Assessment Findings</u></p> <ul style="list-style-type: none"> <li>Screening and how we use data [U7.10]</li> <li>Incorporating assessment data into IEP [EX1.5, EX5.3 EX7.1] [MM4.4, MM5.2] [EX4.5] [U5.2] [U7.10] [MM7.1]</li> <li>Writing present level of performance statements [U5.8]</li> <li>Tracking Formative Data/Making data sheets [MM1.4] [EX1.9]</li> <li>Collaboration with related service providers and families [MM7.2] [EX7.2]</li> </ul> <p><u>Writing Goals and Objectives</u></p> <ul style="list-style-type: none"> <li>Components of goals &amp; objectives (condition, target response, criteria) [MM4.4] [EX4.5]</li> <li>Practice writing goals and objectives [MM1.1] [EX1.6]</li> </ul>	<p><b>DUE</b></p> <ul style="list-style-type: none"> <li><b>Online activities</b></li> <li><b>Ecological Inventory #2</b></li> </ul>
Week 11 4/8	<p><u>Achievement Assessment</u></p> <ul style="list-style-type: none"> <li>Brigance</li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Ch. 11 Achievement Tests</li> </ul>

<p>Asynchronous OR In-Person at CSUN (room EA 106) (6:00- 8:00PM)</p>	<ul style="list-style-type: none"> <li>• SANDI</li> <li>• WJ IV</li> <li>• KTEA IV</li> <li>• WIAT IV</li> </ul> <p>You will have the choice of an <b>asynchronous</b> activity (described on Canvas) that requires access to 2 achievement tests. This is a great option if you are working in schools.</p> <p>For students not working in schools, assessments will be available <b>in-person, at CSUN</b>, during class hours. You can come to campus to review your assessments if you have no access to a K-12 school.</p>	<ul style="list-style-type: none"> <li>• Ch. 12 Assessment of English Language Learners</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>• English Language Learners with reading-related LD: Linking data from multiple sources to make eligibility determinations.</li> <li>• Supplemental Assessment Techniques</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Check</b></li> <li>• <b>Graphic Organizer (2 achievement assessments)</b> [MM5.6] [EX5.7]</li> </ul>
<p>Week 12 4/15</p>	<p><u>Formal Cognitive and Adaptive Behavior Assessment for students with Mild to Extensive Support Needs</u></p> <ul style="list-style-type: none"> <li>• Adaptive behavior</li> <li>• Cognitive considerations</li> <li>• Physical and/or sensory supports</li> <li>• Vineland Assessment</li> </ul> <p><u>Assessment Purpose 4: Accountability</u> [MM5.1] [EX 5.2]</p> <ul style="list-style-type: none"> <li>▪ SBAC: explore the websites Alternate Assessment (AA) and Alternate Assessment Standards (AAS)</li> <li>▪ <u>Connectors, Prioritized ELA CCCs, and Essential Understandings: Reading</u></li> <li>▪ <u>Connectors, Prioritized ELA CCCs, and Essential Understandings: Writing</u></li> <li>▪ <u>Connectors, Prioritized Mathematics CCCs, and Essential Understandings</u></li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Ch. 7 Intellectual Performance</li> <li>• Ch. 8 Adaptive Behavior</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>• Embedded math/reading/writing skills handout</li> </ul> <p><u>Canvas</u></p> <ul style="list-style-type: none"> <li>• How to Write IEP Goals</li> <li>• Sample goals and objectives (ESN)</li> </ul> <p><b>DUE: Reading Check</b></p>
<p>Wk. 13 4/22 Asynchronous</p>	<p><u>Transition to Adult settings &amp; Authentic Assessments</u></p> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Person center planning</li> <li>• Activity: student-led IEPs [U4.5, U5.3]</li> <li>• Ecological Strategies</li> </ul> <p><u>Transition Planning</u> [EX1.1]</p> <ul style="list-style-type: none"> <li>▪ Self-determination/Self-Regulation goals [MM1.4] [EX1.9] [U4.5, U5.3]</li> <li>▪ IFSP writing</li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Ch. 17 Assessment for Transition Education and Planning</li> </ul> <p><u>Explore Websites</u> [EX1.1]</p> <ul style="list-style-type: none"> <li>• <a href="http://stephensplace.org/?gclid=CjwKEAjlw8b_MBRDcz5-03eP8ykISJACiRO5Zc6_cu7sfFt4hirBkUEJUH1oqQdkNCPzSMUBO9t26Vh_oCehzw_wcB">http://stephensplace.org/?gclid=CjwKEAjlw8b_MBRDcz5-03eP8ykISJACiRO5Zc6_cu7sfFt4hirBkUEJUH1oqQdkNCPzSMUBO9t26Vh_oCehzw_wcB</a></li> <li>• <a href="http://www.dor.ca.gov/sep/">http://www.dor.ca.gov/sep/</a></li> </ul>

	<ul style="list-style-type: none"> <li>▪ Connecting to Department of Developmental Disabilities (DSS) and the Regional Center system</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.cde.ca.gov/sp/se/st/">http://www.cde.ca.gov/sp/se/st/</a></li> <li>• <a href="http://www.avenuessls.org/">http://www.avenuessls.org/</a></li> <li>• <a href="http://www.thearc.org/document.doc?id=5429">http://www.thearc.org/document.doc?id=5429</a></li> <li>• <a href="http://www.cde.ca.gov/ta/tg/ca/altassessment.asp">http://www.cde.ca.gov/ta/tg/ca/altassessment.asp</a></li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Check</b></li> <li>• <b>SIMPACT Voucher (before next session)</b></li> </ul>
<p>Week 15 4/29</p> <p><i>*Please note there may be a different Zoom link tonight for SIMPACT</i></p>	<p><u>Practicum: Role of Teacher in IEP Meetings</u></p> <ul style="list-style-type: none"> <li>• Purpose/structure of meeting</li> <li>• IEP simulation (<b>SIMPACT</b>)</li> </ul>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Please review simulation activity</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment Report</b></li> <li>• <b>SIMPACT Participation (You receive points for being present)</b></li> </ul>
<p>Wk. 16 (Final Exams) 5/6 <b>Asynchronous</b></p>	<p><u>Final Exam</u></p> <ul style="list-style-type: none"> <li>• Take-home, group or individual final (your choice)</li> </ul>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Final Exam to Canvas (even if you do it as a group, please upload your own)</b></li> </ul>

TPE	Page #	TPE	Page #
MM1.1	I - 8 P - 10 A - 4	MM5.1	I - 9 P - 12 A - 4
MM1.2	I - 10 P - 10 A - 4	MM5.2	I - 10 P - 11 A - 4
MM1.4	I - 9 P - 11 A - 4	MM5.3	I - 9 P - 9 A - 9
MM1.5	I - 9 P - 12 A - 4	MM5.4	I - 10 P - 9 A - 4
MM2.5	I - 10 P - 10	MM5.5	I - 10 P - 9 A - 4
MM2.6	I - 10 P - 10	MM5.6	I - 11 P - 12 A - 4
MM4.4	I - 11 P - 11 A - 4	MM6.3	I - 9
MM4.7	I - 9 P - 9 A - 4	MM7.1	I - 9 P - 11 A - 4
		MM7.2	I - 9 P - 10

TPE	Page #	TPE	Page #
EX 1.1	I - 12 P - 12	EX5.1	I - 10 P - 10 A - 4
EX1.5	I - 9 P - 11 A - 4	EX5.2	I - 9 P - 12 A - 4
EX1.6	I - 8 P - 10 A - 4	EX5.3	I - 10 P - 11 A - 4
EX 1.7	I - 10 P - 10 A - 4	EX5.4	I - 9 P - 9 A - 9
EX1.9	I - 9 P - 11 A - 4	EX5.5	I - 10 P - 9 A - 4
EX1.10	I - 9 P - 12 A - 4	EX5.6	I - 10 P - 9 A - 4
EX2.8	I - 10 P - 10	EX5.7	I - 11 P - 12 A - 4
EX2.9	I - 10 P - 10	EX6.4	I - 9
EX 4.5	I - 11 P - 11 A - 4	EX7.1	I - 9 P - 11 A - 4
EX4.8	I - 9 P - 9 A - 4	EX7.2	I - 9 P - 10

TPE	Page #	TPE	Page #
U1.8	I - 8	U5.5	I - 9 P - 9 A - 4
U4.5	I - 12 P - 12	U5.6	I - 10 P - 10
U5.1	I - 9 P - 9 A - 4	U5.7	I - 10 P - 10
U5.2	I - 9 P - 11 A - 4	U5.8	I - 10 P - 11 A - 4
U5.3	I - 12 P - 12	U7.1	I - 11 P - 11 A - 4
U5.4	I - 9 P - 4 A - 4	U7.2	I - 11
		U7.5i	I - 10
		U7.10	I - 11 P - 11 A - 4